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ABSTRACT

This booklet lists skills and activities that may be used by parents and teachers to insure the success of each child in reading. Designed for grades four through seven, the booklet suggests procedures for parental assistance, determining reading readiness and reading levels, developing basic reading skills, outlining a reading lesson for skills and sequence, teaching study skills, reading in the content area, and improving listening skills. Also included are a list of common prefixes and their assimilated forms, with examples of their use; scientific/technical prefixes, roots, and combining forms; suffixes that form verbs and feminine words; suffixes used to show agent, abstract concepts, and diminutives; roots and combining forms from the Latin; an outline for preparing reading lessons; and a reading program assessment survey form. (RL)

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Handy Helpful Hints

for Reading Improvements

Grades 4-7

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Introduction

The ability to read is one of the most fundamental needs of every member of our society. Schools recognize this need and stress the importance of effective reading instruction.

A major aim of the elementary reading program is to develop independence in reading as early as possible. The pupil, who has mastered the ability to decode the written word and associate meaning with it, is developing the independence needed for successful reading.

Schools and parents must work closely together if the reading experiences of children are to be successful. In the following pages, we have listed skills and activities which may be used by parents and teachers to insure the success of each child in reading.

HOW PARENTS CAN HELP

Parents, who want their children to succeed in elementary school and in life, must continue to keep in close contact with the child's teachers and provide experiences in the home that are conducive to good reading. Students need a broad mental outlook, good language development, facility in the use of ideas, the ability to follow the ideas of an author, skill in the interpretation of what he reads, creativity, and imagination.

Developing within the child a love of good reading is one of the most effective things a parent can do to help his child succeed in school and in life.

What Good Reading Does For Children - It is well known that children who read widely at home are successful at school. The following are some of the things that reading does for children:

1. Broadens Mental Horizons --- Many children are extremely limited in their direct experience and their outlook. Literature gives them a tremendous fund of useful information and new ideas to help them understand themselves and other people.
2. Develop Moral and Spiritual Values --- Good literature gives children insight into man's ideals and standards of behavior. A child's ideals, behavior,

and sense of values are shaped by the universal truths which he finds in good literature.

3. Stimulates Language Development --- The child with a poor vocabulary and poor facility in expressing himself finds all learning difficult. Good literature enriches his vocabulary and furnishes his mind with a wealth of ideas for expressing himself in new and better ways.
4. Increases the Desire to Read --- The more a child enjoys reading, the more he reads. The more he reads, the better reader he becomes.
5. Entertains Children --- Good reading provides a ready means of wholesome entertainment and is a doorway to new interests. (Inadequate recreation is the first of five major reasons why young people get into trouble, according to the National Probation and Parole Associations). Children's reading should include a balance between the old and the new in literature, the real and the fanciful, and prose and poetry.

What Parents Can Do - The school can teach the skills of literature interpretation. The home can reinforce those skills and give them wide range. Here are some things parents can do:

1. Set a Good Example --- Parents can let children see that they read and enjoy it, too. The parent who is "too tired," or who "can't be bothered" to read is teaching his child, by example, to feel the same way.

2. Make It Easy To Read --- Good light, comfortable chairs, plenty of well chosen books, a quiet room, no interruptions, all invite a child to read enjoyably.

3. Study Children's Reading Tastes --- Children's reading tastes and interests vary. Schools should make available to parents many good children's booklists; for example, those prepared by the Association for Childhood Education International, 1200 Fifteenth Street, N.W. Washington, D.C. Public libraries are another source of booklists.

4. Establish The Library Habit Early --- Parents can make weekly visits to the public library a regular part of family life. They can show children how the library operates and let them browse among children's books and make selections of their choice. Teach the child how to use a library card. Help children understand the importance of book care. Let the child check out books from the bookmobile.

5. Help Children Enjoy Reading --- Parents can enhance a child's enjoyment of reading by listening to him read, by reading to him daily, by discussing what is read, by pronouncing hard words without criticism, by a genuine interest in what a child is getting from his reading (new vocabulary, new ideas, new values), and by helping him understand strange ideas and concepts.

6. Some Don'ts About Children's Reading --- Don't impose adult tastes and preferences on children. Don't insist that a child finish a book that is too hard or which he dislikes. Don't be critical of the child who questions or who searches for new meanings in his reading. Help him to find answers to his questions. Don't make reading at home a "chore." How children use their out-of-school time is largely up to parents. Good reading should be given its share of that time.
7. Allow children to explore their environment without too many restrictions.
8. Provide educational toys that stress color, use of the hands and body, toys that talk or play music for children to discuss, tell and share experiences in everyday life.
9. Take exploration trips in the home, forest, market, town, water, etc.
10. Help your child develop his own personal library.
11. Parents discuss, with the child, books he has read.
12. Parents and children discuss the newest books with the librarian.
13. Parents encourage children to take an interest in current events by sharing the local newspaper, magazines, etc., with the children.
14. Parents encourage children to read jokes, puzzles, and comics.

15. Parents try to integrate reading with the daily living (e. g. discussions at the dinner table).
16. Focus on what he can do and praise him for a good effort.
17. Be patient with the child.
18. Purchase read-along books and records as gifts.
19. Let children help do marketing, plan vacations, etc.

READINESS

The readiness that is expected for any child in grades 4-7 should be based on his/her present instructional reading level and the mastery of those reading skills in prior grades or levels that are essential to, and have a direct effect upon, the mastery of those skills in his/her present level of reading instruction.

The procedure that is recommended in determining readiness for any level in reading includes the following steps:

1. Each child's strengths and weaknesses should be thoroughly diagnosed. When an accurate study has been conducted, an extensive prescription for each child's specific strengths and weaknesses should be made. This prescription may provide:
   a. Reading levels - independent, instructional, frustration, and listening capacity.
   b. Strengths and weaknesses in word analysis skills.
   c. Reading interests.
   d. Strengths and weaknesses in development and readiness skills.
   e. Modality strengths and weaknesses.
2. A student profile sheet should follow the child beginning in grade 1 through grade 8. This profile or

grid should be kept very accurate. The following should be included on the profile sheet:

a. Mastery test scores at each level should be administered to determine the degree of mastery. High goals should be set for mastery to avoid going on to the next level with a weak background.

b. Specific or individual skills should be assessed at each level for mastery of the word analysis and comprehension skills at that level. Prescriptions can be written as a result of this type testing.

3. Eighty percent or higher will be used for determining mastery of an individual skill or level.

4. A task analysis of each lesson to be presented should be analyzed for:

   a. Entering behavior (readiness of skill) - pre-test.

   b. Purpose or goal should be set.

   c. Sequence or steps of presentation of lesson.

   d. Poor test results.

   e. Determine the next step based upon post-test results.

The first major task that teachers are to deal with when a new school year begins or a new student arrives is where to begin instruction. If we expect the student to show progress, a thorough diagnosis of the child's instructional level or entering behavior is of a high importance to any teaching strategy.

DETERMINING READING LEVELS

The teacher of reading wants his pupils to be able to read, to use reading effectively as a learning tool, and to enjoy and appreciate reading. The first responsibility of the teacher is to determine where the child will best benefit from classroom instruction. To determine the proper placement in the printed material, a thorough diagnosis of the child's reading strengths and weaknesses must be determined.

Procedures that are recommended in determining the proper placement of children include the following:

Reading Levels --- to determine the students' reading levels an informal reading inventory may be used. When an informal inventory has been given, the following will be determined:

A.

READING LEVELS	WORDS PRONOUNCED WITHOUT ERROR	QUESTIONS ANSWERED WITHOUT ERROR
Independent	about 98-100%	about 90-100%
Instructional	about 94-97%	about 70-89%
Frustration	usually below 94%	usually below 70%
Listening Capacity	below 94%	below 70%

B. Suggested Informal Reading Inventories

1. Botel Reading Inventory

2. Spache

3. Silveroli

4. Harper Row

5. Houghton Mifflin

6. Mann Suiter

7. Informal Test of Basic Skills by Brigance - Curriculum Associates

8. The Gray Oral

C. Recommendations of past teachers.

D. Mastery tests used at the completion of indicated units or the basal or when the teacher feels a student has mastered the skills within a basal.

E. Graded word lists.

BASIC READING SKILLS

A. Developing Reading Comprehension Skills

A good reader is one who can most quickly grasp the meaning of a passage. The skills required to do this are called comprehension skills. The development of comprehension skills begins at birth and continues throughout life. The areas of comprehension do not change, but the level of difficulty of the comprehension skills increase as the child progresses in reading. Since children progress at varying rates, it is important for the teacher to determine the level each child has reached within each of the specific comprehension skills.

The broad principles of transfer of training apply to reading as they do to other areas of learning. Maximum transfer is possible when the training tasks resemble as closely as possible the situations in which the trained skill is to be used. Comprehension skills are taught through a strong structured program of reading and reinforced through each content area. In all cases, however, if the activities are to be of maximum value, boys and girls should see purpose in them; purpose that they can accept as worthwhile.

In order to determine the comprehension skills level of each child, it is recommended that the teacher assess each comprehension skill to determine the level of mastery.

Recommended Assessments:

1. Barnell-Loft Specific Skills Series
2. Informal Reading Inventories
3. Basal Text Assessment Test
4. SRA Assessment Survey

Basic Comprehension Skills:

The basic reading comprehension skills that should be developed through reading and other areas of the curriculum in grades 4-7 are as follows:

1. Following directions
2. Getting the details and facts
3. Getting the main idea
4. Making inferences
5. Drawing conclusions
6. Understanding relationships
   a. cause-effect
   b. space-time
   c. part-whole
7. Predicting outcomes
8. Determining author's purpose
9. Reading to classify, compare and contrast
10. Using the context
11. Interpreting maps, graphs, and charts
12. Distinguishing between fact and fantasy (propaganda)
13. Evaluating critically
14. Outlining and organizing
15. Sequencing
16. Application

B. Developing Word Recognition Skills

Since one of man's most important activities is the communication of ideas, it follows that one of his most important forms of knowledge is knowledge of words. It has always been recognized that knowing words is a great asset to children in their schoolwork and that it has value in their out-of-school activities, also. Studies show that there is a close relationship between the size of vocabulary and school achievement.

Actually, children use not one vocabulary but several vocabularies. The four most common types of vocabularies are as follows:

1. Hearing vocabulary - the words a child understands when he hears them.
2. Reading vocabulary - the words a child can recognize in printed material.
3. Speaking vocabulary - the words a child uses in different speech situations.
4. Writing vocabulary - the words a child uses in letters, reports, and other writing activities.

The relative sizes of these different vocabularies change with children's development. When most children come to school, their hearing vocabularies are rather large. Their speaking vocabularies are usually considerably less, and their reading and writing vocabularies probably are nonexistent or not more than a few words. Studies show that the reading and writing vocabularies grow rapidly in the primary grades, and somewhere

about the fourth-grade level, the reading vocabulary overtakes and passes the speaking vocabulary. The four vocabularies of most children continue to grow through the upper elementary and secondary grades, but at a reduced rate. The writing vocabulary usually remains the smallest of the four different vocabularies throughout the school years.

These four vocabularies, while being very distinct, are also overlapping, and as a teacher uses an activity to develop one vocabulary, it may automatically enhance the development of others. The following is a list of some suggested activities that may be used to develop students' vocabularies. Some of the activities are aimed at the development of a specific vocabulary, while others are more general and may be used for developing one or all of the vocabularies.

When we speak of a person's "reading vocabulary", we are most likely referring to the way a person derives meaning of a word in a particular context. A person literally makes the word a part of his reading vocabulary by bringing his verbal and nonverbal experiences to the word in order to get meaning from it. The verbal experiences a child has had in the home, school, church, with peers, etc., provides the practice and utilization necessary for children to refine their understanding of word meanings. The nonverbal experiences, hearing, emotional reactions, and physical discoveries, add the final touch to a clear definition of a vast and functioning vocabulary.

The development of a sound "reading vocabulary" is the responsibility of the home, as well as, the school. Parents

can provide rich and rewarding experiences that will lead to a stronger reading vocabulary through verbal and nonverbal experiences. The following suggestions may be used for parents in helping develop their child's "reading vocabulary" through meaningful experiences:

Before children learn to read:

1. Parents should read daily to their children.
2. Allow your child to explore his/her environment without too many restrictions.
3. Provide educational toys that stress color, use of hands and body, toys that talk or play music, and toys with various sounds.
4. Provide time for children to discuss, tell, and share experiences in everyday life.
5. Take exploration trips in the home, forest, market, town, lakes, and other interesting places.
6. Provide books for the child to look at and share.
7. Tell stories and events to your children.

After the child begins to read:

1. Help your child develop a personal library.
2. Continue 1-7 above.
3. Visit the library frequently for books and materials.

The attitude parents have toward reading will determine the attitude children develop about reading.

A child's reading process continues to develop in the home and at school. The classroom teacher can help increase a child's reading vocabulary by providing enriched verbal and

nonverbal experiences in the classroom. Several specific techniques for doing this include:

1. Prepare children for a basic reading selection by clarifying key words before asking them to read.
2. Encourage them to read widely. The use of the media center should become an active part of the classroom instruction.
3. Prepare them for reading a selection in the content area by clarifying technical vocabulary.
4. Teach them the usual meaning of easily understood affixes.
5. Provide them with dictionary games and exercises on finding the appropriate meaning of a word.
6. Have students dramatize descriptive words.
7. Have them draw pictures of descriptive words, or make a picture dictionary.
8. Encourage them to play word games such as Password.
9. Provide direct and vicarious experiences as background for building their listening, speaking, and writing vocabulary. A trip, movie, or a story may add numerous words and concepts to a child's vocabulary bank.

A continuous effort made by the home and school will provide the experience a child needs to develop a broad reading vocabulary.

The classroom teachers can use a variety of puzzles, phonics activities, spelling games, dictionary skills, art

and dramatization activities, and word games that can provide experiences in using a new word in reading. The following are techniques to use in providing experiences with words:

I. The following suggestions are recommended for students reading at first, second, and third grade levels.

A. When a new vocabulary list is being studied in reading, science, social studies, and other content areas, the teacher can make a vocabulary list for that lesson or unit by:

1. Cutting out circles, squares, triangles, or other shapes from bright colored construction paper, and printing the new list on these shapes.

cat sun home

2. The new vocabulary should be displayed on the door, in the science corner, reading corner, or other areas.

3. Provide activities for children to say the vocabulary.

4. Review each list before beginning the day's activity.

B. Print a new vocabulary list on cards to use as flash cards and games.

C. A new vocabulary list can be printed on a strip of paper. The teacher can record the words on a recorder for individual or small group study.

word strip recorder

come
look
fun
see
boat

D. Use flash cards for developing word meaning.

1. I am thinking of a word that means _____.
(The person with the word raise your hand.)

2. Give each child an action word. Pantomime the action and see if the child can get the action and the word. Exchange words to continue the game. Children must tell the other person their word.

E. Word shadow: Find the word at the right from the list of letters at the left.

bird bibrdb(bird)ird

F. Have children match column of words.

family	bank
north	friendly
nation	borrow
neighbor	family
friend	north
friendly	neighbor
bank	nation
borrow	friend

G. Have students make a picture dictionary.

tree running apple

H. Make words by supplying beginning, ending, or medial sound.

_up c_ke ru_

g, c, a

I. Choose one of the three words at the right that matches the first word on the left.

a. run rnu run nur

b. big big bgi bgi

II. The following suggestions are recommended for students in grades 4-6.

A. Many games for the primary level may be adapted for intermediate students. (See suggestions for 1-3)

B. Provide time for and encourage dictionary use.

1. Have students find the meaning of new words.
2. Have students match the meaning of new words.
3. Make a crossword puzzle using the new vocabulary.
4. Have students report on word origins.
5. Give each student an action word and have them find the meaning in the dictionary. Students will take turns pantomiming the action and allow the class to guess the action.
6. Play Password game using the new meanings.

C. Spelling with a new list of words.

1. When the new words have been introduced, give the students time to study the spelling. Later have the students spell each word. When a word is missed, the students have another day to study the word. Repeat the spelling list and let the students write the words they missed. Do this until the end of the lesson or unit. Encourage the children to spell all the words before starting tne new lesson.

2. Allow children to find the word spelled correctly from a list of misspelled words.

   a. grils girls glirs

   b. away aywa awya

   c. forg fogr frog

3. Choose one of the letters at the left to make a spelling word at the right.

   a. (d,f,g) _irl

   b. (o,d,u) _s

   c. (u,w,g) a_ay

   d. (u,w,n) _o

C. Classifying words

1. Have students group words under proper headings.

word list	vegetables	house	transportation
cabbage			
roof			
automobile			
horse			
ceiling			
radish			
carriage			
windows			
potatoes			

2. Prepare a series of form words, three of which belong together. The child crosses out the word that does not go with the other three:

   bank check tree loan

   breakfast lunch dinner beginning

D. Similarities and differences

1. Two lists of words are written in parallel columns. The child puts an S between the two

words on one line if they are similar in meaning, a D, if they are different in meaning.

beggar D bedroom

huge S big

near S close

around D above

E. Have students use a new vocabulary in writing sentences and stories.

F. Word find:

apple	caappler
dog	pdogosetl
cat	tcdcatig
horse	ihorsemo

III. Suggestions for reading vocabulary development in grades 7-12.

A. Many activities at the intermediate level may be adopted at the 7-12 level.

B. Word find

C. Dictionary skills

D. Crossword puzzles

Those activities of a more general nature are as follows:

1. The provision of a wide background of first-hand experiences--the teacher will provide many opportunities for the children to touch, taste, hear, see, or manipulate the thing for which the word stands. Additional background for understanding can be built through dramatic play, dramatization, role-play, puppet shows, games, excursions, construction and science experiences.

2. Visual aids--Pictures and models in various forms offer a more direct experience. Flat pictures, drawings, slides, film-strips, movies, and charts all give children a chance to associate words with more concrete objectives and activities.

3. Numerous opportunities for oral-language expression and listening--Since meaning of words can best be learned by using them, children should be encouraged to talk through discussions, storytelling, reporting, explaining, listening to stories, and sharing ideas.

4. Explanation by the teacher--This is useful when a teacher knows the present level of thinking in the group. She can approach a new idea or concept in a variety of ways to build meaning.

5. Oral reading and storytelling by the teacher.

6. Use of pupil-made materials. Activities such as word books, alphabet books, etc., made by the children themselves are usually more meaningful to them.

7. Emphasis upon concept-building in content fields.

8. Informal word study--From early grades throughout high school, the teacher can do much to promote an interest in words by having fun with words. Studying how words change their meaning, or how they have changed through the years, can become a fascinating hobby.

9. Record children's talk on tape and/or charts for future reading.

10. Establish good speaking rules as a group. Record these and display them.

11. Children's stories can be printed and illustrated in the form of a book.

12. Encourage children to say poems and tell jokes and riddles.

13. When introducing new vocabulary for a lesson, the child should feel comfortable with each word in his speaking vocabulary first. He should be able to use it in meaningful context.

14. Be careful that a lesson does not introduce too many new words at one time.

15. Children can use flannel board cutouts to tell stories.

16. Have story starter sentences and let children complete the story orally or written. (Example--"If I had a million dollars, I would_____.")

17. Use toy telephone or a real one--Children have a telephone conversation.

18. Set up learning centers for creative writing--Find a quiet spot in the room and make an attractive arrangement of story starters, pictures, paper, pencils, dictionaries, and things that a child will need to create a story. Make an inviting caption and let them be creative.

The following is a list of suggested ways to present new vocabulary in any lesson:

1. Use a wide variety of first-hand experiences and opportunities to talk about words.

2. Use visual aids whenever possible.

3. Use dictionary activities.

4. Study word origins and changes in meanings over the years.

5. Use context clues.

6. Use games.

E. Word Recognition by Phonics

Effective reading requires both that words be identified immediately at sight, and that the reader can, when necessary, decode unfamiliar words. The four basic word recognition skills are:

1. Recognizing words by sight.
2. Phonics analysis.
3. Structural analysis.
4. Contextual analysis.

In order to develop the four basic word recognition skills, several approaches may be used. The basic sight words may be taught through the following methods:

1. Teacher introduces the word in a spoken sentence or story to develop the meaning.

2. Teacher presents the new word in connection with a picture which lends depth of meaning.

3. Children are encouraged to infer from the context.

4. Providing drill through flash cards.

5. Teaching basic sight word lists by levels. (There are many lists available. One suggested list can be found in the Appendix.)

In addition to sight vocabulary, children may also rely on phonic analysis to decode some of the words. Research has

shown that at least 87 percent of all words can be decoded phonetically. To be more precise, phonics analysis requires three interrelated steps:

The recognition of phonic signals consisting of:

a. letter symbols -- (A-Z)

b. letter sounds -- (Example: the first sound you hear in the word cat -- c/k

c. blending of the individual letter sounds into a single syllable or word. (Example: c-a-t blends to make cat; f-o-x blends to make fox.)

The sequence to follow in developing phonic skills varies from one basal to another; therefore, teachers should make themselves aware of the sequence within their own basal program. See Appendix.

The most important word recognition skills of all to enhance comprehension are the contextual analysis skills. Through these skills, the child is encouraged to use the rest of the sentence to learn a new word. He learns the correct pronounciation and meaning.

This method of developing word attack skills can be accomplished by providing sentences where the meaning would vary such as: (John was fishing through his clothing for a tie. The boys were fishing in the pond. Or, I will keep a record of the number of books read. I will record the scores in the book.)

C. Skills and Sequence Of A Reading Lesson

I. Lesson Plan

A. Step by step plan and discussion

B. Discussion of words and word meanings

II. Silent and Oral Reading

A. Silent reading to precede oral reading

B. Set a purpose for oral reading

1. to locate information
2. to create a mood
3. to dramatize
4. to inform
5. to entertain

III. Behavorial Outcomes

A. What can the child do now, having completed the lesson, that he could not do previously?

Skills

1. word attack skills
2. word recognition
3. spelling
4. location skills
5. vocabulary and language development
6. comprehension - simple recall skills
7. comprehension - sequence
8. comprehension - main ideas and summarizing
9. comprehension - prediction and influence
10. interpretive skills

11. pantomiming and acting

12. miscellaneous

IV. Children will evidence competence in the following:

A. Word attack

1. When word attack has been presented, will successfully demonstrate ability to use.

B. Word recognition

1. Will recognize words to which he has been exposed.

C. Spelling

1. Child will be asked to spell words to which he he had been exposed.

D. Elementary location skills

1. Will locate answers to questions and be able to read aloud.

2. Will be able to find answers and copy or fill in blanks with correct reply.

E. Vocabulary and language development

1. Child will be able to discuss pictures shown.

2. Child will be able to define or discuss terms.

F. Simple recall skills - comprehension

1. Child can properly arrange sentences in sequence as appeared in story.

2. Child will be able to recall correctly with referring again to the text.

G. Comprehension in sequence

1. Child will be able to copy from incorrect order and arrange sentences in correct order.

H. Comprehension - main idea and summarizing

1. Child will be able to identify best title for story when shown more than one title.

I. Comprehension - predictions and inferences

1. When presented with incomplete story will use clues in predicting the story outcome.
2. Will be able to circle illogical answers the correct options.
3. Will, by use of logic, circle the correct options.

J. Interpretive skills

1. When presented with a story and a multiple choice test involving moods and feelings of characters, the child will be able to identify correct options.

K. Pantomiming acting

1. When acting out a line, observes and will be able to identify and relate

L. Miscellaneous

1. Unscramble letters - make correct to form words.
2. When shown words - will be able to identify and describe.
3. Will be able to tell about story in actual sequence of events.

4. Will be able to place words in envelopes
   showing like sounds --
   beginning sounds --
   medial sounds --
   ending sounds --
5. Will be able to read passages with fluency.
6. Will be able to demonstrate accuracy in
   recognition.

TEACHING STUDY SKILLS

In order for children to gain information from their reading, they need to learn certain skills pertaining to locating information, comprehending it, and recording that part of it which may be useful to them in the future. Study skills are closely related to reading habits and depend greatly upon development from the primary grades through the intermediate levels.

The skill of locating information can be broken down into subskills such as the following:

1. Examining titles to determine appropriateness of book.
2. Using the table of contents -- This skill can be taught by using any of the content area books. When you, as a teacher, begin a new unit; have the children locate the unit and page numbers in the text before starting the lesson. Provide practice through questions such as:
   a. On what page near the front of this book can you find a list of chapter titles?
   b. What topics are covered in Chapter 9?
3. Using an index -- Provide practice in using the index by:
   a. referring to the index as an alphabetical list

of most of the things talked about in this book.

b. giving your students a word and having them find the page and the word on the page for practice.

c. providing a list or a worksheet of words from various content area textbooks for students to use as practice work.

4. Using the glossary -- Provide practice in each text that has a glossary. Use the definitions provided for word study.

5. Using the dictionary -- Students should be taught the proper usage of the dictionary and assigned tasks that will assure its utilization.

6. Using the encyclopedia -- Students should be taught the proper usage of the encyclopedia and assigned tasks that will assure its utilization. Example: Assignment for a Social Studies report -- Give a short report on Buffalo Bill.

7. Interpreting maps, tables, graphs, diagrams, and pictures -- The use of these teaching tools can best be taught by providing the student with:

   a. the map, table, graph, picture or diagram you want him to use. Children need to touch and see these instruments.

   b. practice through tasks, discussion, and comparing finished products.

8. Use the card catalog -- The use of the card catalog should be taught as soon as possible. Teachers can

provide practice by:

a. giving students a list of subjects, people and places to find in the card catalog.

b. guiding students in these tasks until they feel that the students have mastered the use of the card catalog.

9. Skimming

10. Outlining -- Students should be taught the steps of proper outlining. The proper steps are as follows:

I.

A.

B.

1.

2.

a.

b.

II.

READING IN THE CONTENT AREA

Every teacher becomes a teacher of reading if reading material is part of the class assignment, used as reference material, or is the main thrust of the instruction. Reading material should be on the student's instructional level in each content area (math, science, social studies, and language arts) in order to provide the maximum learning possibilities. It is important that each teacher become aware of the importance of reading in the content area and the effect reading has on the total curriculum.

Teachers in the content area will discover the need for determining the instructional reading level for social studies, language arts, and math in the initial placement of students in these subject areas. The importance of accurate placement will have a direct influence on the teachers' use of vocabulary and comprehension questions in developing concepts in each of the content areas. Many reading skills are appropriately taught in the content subjects.

Reading in the content area provides the application of the skills taught during the regular reading instruction. Those skills in word recognition and comprehension can be expanded as the teacher uses reading as a part of the instruction in each subject area. Technical vocabulary in each subject area should be developed so that it becomes a part of

the student's mastered vocabulary. The types of comprehension activities that may be used are:

1. Following directions.
2. Drawing inferences.
3. Drawing conclusions.
4. Reading for details.
5. Understanding relationships.
    a. cause-effect
    b. time
    c. space-time
6. Predicting outcomes
7. Summarizing and organizing
8. Evaluating information
9. Application of skills to everyday life.

The development of oral language skills in the content area should be stressed for the following reasons:

1. Enables the pupil to find out more about himself.
2. Impels the pupil to think rigorously.
3. Strengthens the pupil's feelings of self-worth.
4. The ability of a pupil to speak fluently is a determinant in his ability to deal with total language arts.

The correlation of the different subject areas may be used to stress particular concepts. An outline of how reading skills can be applied and encouraged in the content area and subject correlation is given following this report.

An important point in reading in the content area is the ability to use flexible reading rates. Different materials require different rates of reading.

LISTENING

In American schools, the power to write well and the ability to speak effectively have gained solid status along with the skill of reading as "fundamentals" of the curriculum. Of the four language arts, only listening has been severely neglected.

During the past decade, however, educators have come to realize that just because a child can hear well does not mean that he can listen well. It is recognized that there are individual differences in listening skills just as there are in reading and arithmetic skills.

Educators have become more sensitive to the "human relations" and "success" values of good listening. Furthermore, the wide use of radio, television, record players, tape recorders, and public forums have introduced new demands on our listening skills and attitudes. In fact, listening instruction is some classrooms today is not only accepted -- it is becoming a star member of the language arts team.

LISTENING SKILLS

The ability to listen to direction, conversation and dialogue is a vital skill in the development of sound reading skills. The students that have developed sound listening skills can best understand the stated purpose of an assigned

passage of reading or arrive at the main idea of conversation and direction with a lot more ease.

Listening is categorized into two broad areas that render listening for information and listening for recreation. In a given day, people engage in these areas to varying degrees. The degree a person listens as an active participant depends upon the purpose for listening, his/her established listening habits and manners, and participation or involvement in a verbal activity.

A student's listening levels (habits) may fall into six levels or phases of listening. The following is a listing of each level of listening and a brief definition:

1. Passive listening -- We hear and recognize background sounds but do not react to them.
2. Simple listening -- We listen with little concentration and little effort to recall what is heard.
3. Attentive listening -- We listen closely to get the main idea and details and to comprehend what is heard.
4. Analytic listening -- We listen with real mental participation: examine, evaluate, and respond to what we hear, and draw on our own experiences to interpret what is heard.
5. Creative listening -- We listen to build on what is heard and to act.
6. Appreciative listening -- We listen for sheer pleasure, seeking enjoyment or value from what we hear.

The importance of good listening habits must be taught and stressed in the home and school. Listening, as it is referred

to in the classroom, includes the child's listening comprehension or listening capacity, and listening habits or manner as they are related to the child's behavior in his/her environment, and more specific the classroom.

Listening comprehension, sometimes referred to as "auding" is the highest level at which a child can comprehend materials that are read to him. Emmett Betts points out that a listening capacity can be determined as children listen to materials read to them. A score of 75-90 in oral comprehension is the child's listening capacity level.

Teachers can determine a child's level or listening capacity by administering any of a wide variety of commercially or teacher-made informal reading inventories. Some of the many commercial, informal Reading Inventories include: Spache Diagnostic Reading Scale, Harper and Row Informal Reading Inventory, Gray Oral, Botel Reading Inventory by Follett Company, Classroom Reading Inventory by Wm. C. Brown, and Gilmore Oral Reading Test by Harcourt.

It is recommended that anyone using an Individual Reading Inventory for the first time study the directions carefully before administering this test.

A child's listening habits are the key factor in providing guidance for assigned tasks, and in many cases, the determining factor of the degree of success of the assigned task. Listening skills are taught and should be fostered in the home and school. When developing good listening skills for classroom use, the teachers may consider the following points:

1. Teach and stress the importance of good listening habits beginning at Grade One and continue through the child's formal education.
2. Remember that listening includes good listening manners in conversation, storytelling, and formal instruction.
3. When reading and discussing, we should be mindful of the child's listening comprehension capacity.
4. The purpose for the child to listen must be made meaningful enough for the child to give his attention to what is being said.
5. Set the example on listening during conversation, one-to-one, several people, or a large group situation.
6. Provide situations, or examples, where listening is important to each child. Example: Listening to a warning on TV about an approaching storm.
7. Develop attention-getting techniques.
8. When giving directions to students:
   a. speak on students' approximate level of understanding.
   b. use terminology that best makes your point.
   c. emphasize words that carry meaning to the topic.
   d. voice intonation is important for developing importance and purpose of a task.
9. Work toward developing listening habits by giving directions, explanations, and announcements once to the class. Children should know this method by

consistently following this procedure. Teachers should be fair by providing the best opportunities for explanation, direction and announcements to be given and heard by the students.

10. Use visual-physical support in talking. Use techniques that include pointing to items, facial expressions, and hand and arm use in demonstrating.
11. Establish some basic rules that govern oral communication in the classroom--conversation, storytelling, giving reports, and class discussion. These rules should be short, precise, and simple to read. They should be read to the class and referred to if need be. These rules should be posted on the wall for all to see. Teachers should be very consistent in executing the rules.
12. Provide student participation in establishing rules before final decisions are settled.
13. Parents should be sent a copy of the rules.
14. Teachers should be good listeners.
15. Let children know that you place a high value on good listening. Give recognition and a "pat on the back" to children who show improvement. A quiet, personal remark such as, "It's a joy to work with you, Bob, you're such a good listener." may have unexpected good results.
16. Sometimes it may pay to talk LESS. Give children opportunities to do much of the "routine" talking

for you. Save your talking for needed explanations. This will help to prove that the teacher, too, is a good listener.

17. Normally, say things only ONCE. Children are taught to be indifferent and thus inattentive when they know that the teacher will repeat and repeat and repeat.

18. Give the children opportunities to discuss why listening is important.

19. Ask for oral or written summaries of what has been said.

20. Stress listening courtesy. Share with children what you try to do to be a courteous listener.

21. Discuss at a homeroom meeting with parents the values of good listening and how they can help.

22. Help children make a chart of what they think are characteristics of the good listener. For instance, a good listener:

    a. belongs to the "Just Tell Me Once" club.
    b. is interested in other people.
    c. shows patience in letting the other person finish.
    d. respects another's right to express an opinion.
    e. is interested in comparing points of view.
    f. tries to learn from the other person.

23. Plan listening games for the children at appropriate times.

The degree to which listening habits are developed depends upon the efforts made by the classroom teachers. The teachers that provide consistency in developing listening habits are sure to meet with favorable and rewarding success.

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Highlight

COMMON PREFIXES (ASSIMILATED)

A final consonant of a prefix is frequently changed to combine with the initial consonant of the root which immediately follows. Occasionally the final consonant is dropped. This changing and dropping is called assimilation, and it structures the English word making it easier to pronounce. For example, in becomes il- in illegible.

The prefixes in the following list are most frequently subjected to assimilation and have, at least, several variant forms.

Prefix	Meaning	Example	Definition
ab-	away from	abnormal	away from the average
a-	away from	amorphous	without shape
abs-	away from	absolve	to free from
ad-	to, toward	adhere	to stick to
a-	to, toward	abut	to push
ac-	to, toward	accumulate	to heap up
af-	to, toward	affiliate	to unite closely
ag-	to, toward	aggravate	to intensify
al-	to, toward	allure	to entice
an-	to, toward	announce	to report
ap-	to, toward	appose	to place opposite
ar-	to, toward	arrogate	to make undue claims
as-	to, toward	assault	to attack
at-	to, toward	attenuate	to make thin, weaken
contra-	against	contradict	to assert the contrary of
contro-	against	controvert	to oppose with arguments
counter-	against	countermand	to revoke a command
co-	together, with	coexist	to exist together
col-	together, with	collaborate	to work together
com-	together, with	compose	to form by putting together
con-	together, with	conglomerate	to collect into a mass
cor-	together, with	corrugate	to form into folds

Prefix	Meaning	Example	Definition
dis-	separation	disassemble	to take apart
di-	reversal	diametric	directly adverse
dif-	negation	diffuse	to spread widely
ex-	out of, out from	expel	to drive out
e-	out of, out from	evacuate	to empty of contents
ec-	out of, out from	eccentric	out of center
ef-	out of, out from	effusive	pouring out, gushing
in-	in, within	incorporate	to unite
em-	in, within	empathy	projections of one's own feelings
en-	in, within	engage	to involve
il-	in, within	illuminate	to make light
im-	in, within	immerse	to plunge into
ir-	in, within	irrigate	to supply with water
in-	not	inanimate	not endowed with life
ig-	not	ignoble	not noble
il-	not	illegible	not legible
im-	not	immature	not mature
ir-	not	irrational	not according to reason
ob-	against	obstruct	to work or build against
of-	against	offend	to strike against
op-	against	opponent	one that opposes
sub-	under, from under	submerge	to put under water
suf-	under, from under	suffumigate	to fumigate from below
syn-	together, with	synthesis	a putting together
syl-	together, with	syllable	a unit of several letters together
sym-	together, with	sympathy	as association bound with feeling
bene-	good, well	benevolence	disposition to do good
bi-	two, twice	biannual	occurring twice a year
circum-	around	circumlocution	talking around a point
extra-	beyond	extrasensory	beyond ordinary sense perception
intra-	within	intravenous	within a vein
intro-	within	introspect	to look within one's own mind

Prefix	Meaning	Example	Definition
mal-	bad, evil	malevolent	disposition to do evil
multi-	many	multiped	having many feet
over-	above	overprice	to charge over the normal price
post-	after	posthumous	occurring after one's death
retro-	backward	retrospect	looking back on things past
semi-	half	semicircle	a half circle
super-	above, over	supernatural	above or beyond nature
tri-	three	triad	a group of three
ultra-	beyond	ultramodern	beyond the norm of the modern

PREFIXES FOUND IN SCIENTIFIC AND TECHNICAL WORDS

Prefix	Meaning	Example	Definition
a-	not, without	aphonic	having no sound
an-	not, without	anelectric	not becoming electrified by friction
ana-	upward, again	anadromous	ascending rivers, from the sea for breeding, as shad
apo-	from, away	apochromatic	free from chromatic and apherical aberration
cata-	down, away	cataplasia	regressive change in cells
dys-	ill, hard	dysphagia	difficulty in swallowing
ecto-	outside	ectoparasite	parasite living on exterior of animals
endo-	within	endoskeleton	an internal skeleton
eu-	good, well	euphoria	a sense of well-being
exo-	outside	exoskeleton	an external skeleton
hemi-	half	hemicycle	a half circle
hetro-	different	heterochromatic	having a complex pattern of colors

Prefix	Meaning	Example	Definition
iso-	equal, alike	isomagnetic	indicating equality of magnetic force
macro-	large	macrocosm	the great world
mega-	great, million	megalith	a hugh stone used in prehistoric monuments
meso-	middle	mesothorax	the middle of the three segments of the thorax of an insect
met-	after, between, change	metathorax	the middle segment of the thorax in insects
meta-	after, between, change	metamorphosis	change of form
micro-	small	microcosm	a small world
neo-	new	neolithic	new stone age
pan-	all	panchromatic	sensitive to all colors
para-	beside	parathyroid	glands beside the thyroid
peri-	around	perimeter	the outer boundary
poly-	many	polychrome	many-colored
proto-	first	prototype	the original or first model
pseudo-	false	pseudopod	false foot
tele-	far	telepathy	communication from one mind to another

ROOTS AND COMBINING FORMS FOUND IN SCIENTIFIC AND TECHNICAL WORDS

Root or Combining Form	Meaning	Example	Definition
actin-	ray	actinology	the science of rays of light
arthr-	joint	arthritis	inflammation of the joints
astr-	star	astronomy	the science of celestial bodies
auto-	self	automaton	a person acting mechanically

Root or Combining Form	Meaning	Example	Definition
cac-	diseased	cachexia	a condition of ill health
cardi-	heart	cardiology	the science of the heart
cephal-	head	cephalous	having a head
chrom-	color	chromatology	the science of colors
cosm-	world	cosmometry	science of measuring universe
cry-	frost	cryogeny	science of refrigeration
cyt-	cell	cytology	science of dealing with cells
derm-	skin	dermatology	science of the skin
dyn-	power	dynamometry	process of measuring forces
ethno-	race	ethnology	the science dealing with division of mankind into races
geo-	earth	geostatic	pressure exerted by the earth
ger-	old age	geriatrics	medicine concerned with old age and its diseases
heli-	sun	heliotrope	a plant which turns toward the sun
hem(at)-	blood	hemophilia	tendency, usually hereditary, to profuse bleeding even from slight wounds
hepat-	liver	hepatitis	inflammation of the liver
hier-	sacred	hieroglyphic	sacred character in picture writing of ancient Egyptians
hydr-	water	hydrography	study of bodies of water
hygr-	moisture	hygrometer	apparatus for measuring moisture
nephr-	kidney	nephritis	inflammation of the kidneys
neur-	nerve	neuritis	inflammation of a nerve
odont-	tooth	odontology	science of teeth

Root or Combining Form	Meaning	Example	Definition
ortho-	straight	orthodox	conventional in opinion or doctrine
phot-	light	phototonus	sensitiveness to light
pneum(on)	lung	pneumonia	a disease of the lungs
pneumat-	air, wind	pneumatic	moved by pressure of air
pyr-	fire	pyrometer	instrument for measuring high temperatures
rhin-	nose	rhinology	medicine dealing with treatment of the nose
therm-	heat	thermo-anesthesia	inability to distinguish heat or cold by touch
xyl	wood	xylophone	a percussion instrument of wooden bars

SUFFIXES COMMONLY USED TO FORM VERBS

Suffix	Usual Meaning	Example	Meaning
-en	to make	lighten	to make lighter
-fy	to make	amplify	to make more ample
-ize	to make	popularize	to make popular

SUFFIXES COMMONLY USED TO FORM FEMININE WORDS

Suffix	Example	Meaning
-ess	lioness	a female lion
-ette	suffragette	a woman advocate of suffrage for her sex
-ine	heroine	a woman of heroic spirit
-ess	poetess	a woman poet
-trix	aviatrix	a woman pilot of an airplane

SUFFIXES COMMONLY USED TO SHOW THE AGENT

Suffix	Usual Meaning	Example	Meaning
-ant	one who	servant	one who serves
-ard	one who	drunkard	one who often gets drunk
-ary	one devoted to	missionary	one devoted to misisons
-er	one who	racer	one who races
-eer	one who deals in	profiteer	one who deals in profits
-ent	one who	president	one who presides
-ist	one who practices	dentist	one who practices dentistry
-or	one engaged in	actor	one engaged in acting

SUFFIXES COMMONLY USED TO SHOW ABSTRACT NOUNS

Suffix	Usual Meaning	Example	Meaning
-age	quality of	courage	meeting danger with a strong heart
-ance	act or quality of	perserverance	act or quality of perservering
-cy	act or state of	democracy	act of rule by the people
-dom	quality or state of	freedom	quality or state of being free
-ence	quality of	patience	quality of being patient
-ery	state of	treachery	state of being treacherous; violation of trust
-hood	state of	childhood	state of being a child
-ice	state of	justice	state of being just
-ion	act of	communion	act of sharing
-ism	act of	favoritism	creating and indulging a favorite
-ity	state of	purity	state of being pure

Suffix	Usual Meaning	Example	Meaning
-ment	state of	amazement	state of being amazed
-ness	quality of	goodness	quality of virtue
-ship	process of	statesmanship	paying attention to matters of state
-sion	process of	comprehension	process of comprehending; understanding
-th	state of	width	state of being wide
-tion	state of	attention	state of heeding
-tude	state of	amplitude	state of being ample
-ure	act of	exposure	act of exposing

SUFFIXES COMMONLY USED TO FORM DIMINUTIVES

Suffix	Example	Meaning
-cle	fascicle	a small bundle
-et	lancet	a small lance
-ette	cigarette	a little roll of tobacco
-ie	lassie	a small girl or lass
-kin	lambkin	a young lamb
-let	droplet	a minute drop
-ling	duckling	a young duck
-ock	bullock	a young bull
-ule	cellule	a small cell

ROOTS AND COMBINING FORMS TAKEN FROM LATIN NOUN AND ADJECTIVE ROOTS

Root or Combining Form	Meaning	Example	Definition
aero-	air	aerodromics	science of flying aircraft
agr-	field	agronomy	study of soils and field crop production

Root or Combining Form	Meaning	Example	Definition
alb-	white	albino	an organism lacking normal pigment in the skin
ampli-	large	ampliation	an enlargement
ann(u)-	year	annuity	money payable yearly
api-	bee	apiary	place where bees are kept
avi-	bird	aviary	a place for keeping birds confined
bell-	war	bellicose	warlike
bene-	good, well	beneficence	active goodness, kindess, charity
carn-	flesh	carnivorous	preying or feeding on animals
clar-	clear	clarity	clearness
copi-	abundance	copious	plentiful
cord-	heart	cordial	sincere; from the heart
corpus-	body	corpulent	bulky; very fat
cupr-	copper	cupreous	containing copper
dent-	tooth	dentiform	tooth-shaped
digit-	finger	digitate	resembling fingers
equi-	even	equidistant	equally distant
fabul-	story	fabulous	like a fable, especially in exaggeration
flor-	flower	floriferous	bearing flowers
foli-	leaf	foliate	leafy
fort-	strong	fortitude	firmness of mind in adversity
frat-	brother	fraternize	to hold fellowship as brothers
greg-	flock	gregarious	tending to flock or herd together
herb-	grass	herbivorous	eating or living on plants
ig-	fire	igneous	containing fire
irid-	rainbow	iridescence	a rainbow play of colors
lact-	milk	lactescent	having a milky look
lingu-	tongue, language	linguist	a person skilled in languages
loc-	place	locality	a place
magni-	great, big	magnify	make bigger

Root or Combining Form	Meaning	Example	Definition
mal-	bad	malnutrition	bad nutrition
man(u)-	hand	manuscript	written by hand
mor-	custom	mores	customs having ethnical significance
mort-	death	mortuary	a place where dead bodies are kept before burial
multi-	many	multilateral	many-sided
omni-	all	omnipresent	present everywhere at once
pac-	peace	pacify	to make peaceful
pecuni-	money	pecuniary	consisting of money
petr-	rock	petrify	to change into stone
pisci-	fish	piscatorial	pertaining to fishes
plen-	full	replenish	to fill again
plumb-	lead (metal)	plumbiferous	producing or containing lead
pomi-	apple, fruit	pomology	science of fruit growing
popul-	people	populous	densely populated
prim-	first	primogeniture	(Law) an exclusive right of inheritance belonging to the first-born
radi-	ray	radiant	vividly shining
sanct-	holy	sanctimonious	making a show of sanctity
semin-	seed	seminal	germinal, originative
sen-	old	senile	characteristic of old age
silv-	forest	sylvan	pertaining to forests
soli-	alone	soliloquy	the act of talking to oneself
somni-	sleep	somnambulate	to walk when asleep
tempor-	time	temporize	to comply with the time or occasion
terra-	earth	territory	large tract of land
umbra-	shade	umbrella	a guard for sheltering one from sun
verm-	worm	vermicular	wormlike in form or motion

PREPARING THE LESSON UNIT OR CHAPTER

I. Building Readiness for the lesson:

A. Developing vocabulary:
1. Select all new words, technical words, key words, names, places, and important things that are used in the lesson. You may want to carry over from another lesson.
2. Develop from 5 to 15 vocabulary activities to be used in teaching the new vocabulary:
   a. word list
   b. spelling list
   c. missing letter
   d. matching word for word
   e. find the word that is spelled correctly
   f. find the meaning in a dictionary
   g. write the respelling by using the glossary or dictionary
   h. word origin
   i. matching the word with the meaning
   j. seek the word (word shadow)
   k. use the word in a sentence
   l. homonyms, synonyms, antonyms
   m. phonics activities
   n. analogies
   o. spelling games
   p. word families
   q. showing relevancy of technical vocabulary to relating field or subject
3. Use pocket charts, words or phrase cards, or the chalkboard to give repetition. Repeat words each day until the lesson is completed.
4. Say the word as you write it. Always present the vocabulary in a meaningful phrase or sentence.
5. Develop new word concepts by pictures or other visual aides.
6. Question in such a way as to check understanding of words.
7. Do not hesitate to use the glossary or dictionary for word meaning and respelling.
8. Have a well-planned program for developing vocabulary (pronunciation, spelling and word meaning).

B. Building background for the lesson:
1. Set the mood for reading.
2. Discuss the title or headings.
3. Encourage to tell related experiences.

4. Discuss familiar aspects of the lesson
5. Discuss the pictures or maps, or other pictorial aids.

II. Guiding the Silent Reading

A. Set the purpose for reading the text. Give two or three statements as to the reason why the student will read the text.
B. Building background for the lesson:
   1. Read the title and page number.
   2. Write the page number/numbers on the board.
   3. Find the page in the text.
C. Have a list of questions prepared to cover the following. (The number of questions will be determined by the length of the text.)
   1. Reading for the facts.
   2. Reading for the main idea
   3. Reading for the sequence or organization.
   4. Reading for inference.
   5. Reading to classify, compare, or contrast.
   6. Reading to evaluate or determine relevance.
   7. Reading to give oral interpretation later.

III. Discussion and Oral Re-reading

A. Answering the purpose set:
   1. Re-state the questions set before silent reading.
   2. Discuss answers, re-read orally to prove points or settle disputes.
B. Oral re-reading of parts:
   1. Provide for oral reading by an individual while the rest listen.
   2. Provide purposeful activities
      a. Dramatization--taking part
      b. Reading to share a favorite part

IV. Building Skills with Related Activities:

A. Study of sentences and word meaning, paragraph structure outlining and summarizing.
B. Give practice in dictionary and reference skills.
C. Use chalkboard and chart lessons to stress these skills.

V. Enrichment Activities and Individualized Activities:

A. Extension of the lesson:
   1. Reference work
   2. Dramatization, puppet shows, mural, posters, and maps.
   3. Use related pictures, bulletin boards, slides and movies.
   4. Creative writing related to the unit.

5. Scrapbook or newspaper
6. Tell a story, recite a poem, or give a report.
7. Field trips
8. Resource person

VI. Correlating Activities

A. Math
   1. problems
   2. date and time
   3. mileage
   4. scales
   5. flight time
   6. areas
   7. liquid measure
   8. temperature
   9. etc.

B. Art - Science - Creative writing, Penmanship
C. Music - Art
D. Audio - Visual
E. P.E. and Music
F. Health and Science

READING ASSESSMENT SURVEY

LEGEND

Degree of Need	Degree of Practice
1. Not needed.	1. Not present
2. Needed to a limited degree	2. Present to a limited degree
3. Needed to a moderate degree	3. Present to a moderate degree
4. Needed to a significant degree	4. Present to a significant degree
5. Not applicable	5. Not applicable

Degree of Need	I. Roles	Degree of Practice
1 2 3 4 N	1. Leadership of the principal or chief instructional leader in the reading program.	1 2 3 4 N
	Availability of support services in the teaching of reading.	
1 2 3 4 N	2. Diagnostic services	1 2 3 4 N
1 2 3 4 N	3. Remedial services	1 2 3 4 N
1 2 3 4 N	4. Tutorial services	1 2 3 4 N
1 2 3 4 N	5. In-school supervision of reading program (other than of principal or chief instructional leader)	1 2 3 4 N
1 2 3 4 N	6. Central-office, level leadership services for the reading program.	1 2 3 4 N
1 2 3 4 N	7. Job descriptions of persons implementing the reading program.	1 2 3 4 N

II. Professional Preparation

Degree of Need							Degree of Practice				
1	2	3	4	N	8.	Undergraduate reading education courses.	1	2	3	4	N
1	2	3	4	N	9.	Student teaching and other practicum experiences.	1	2	3	4	N
1	2	3	4	N	10.	Graduate reading education courses.	1	2	3	4	N
1	2	3	4	N	11.	Other undergraduate courses in education.	1	2	3	4	N
1	2	3	4	N	12.	Workshops and meetings.	1	2	3	4	N
1	2	3	4	N	13.	Personal reading of books and journals.	1	2	3	4	N
1	2	3	4	N	14.	Locally planned in-service programs.	1	2	3	4	N
1	2	3	4	N	15.	College or university sponsored in-service programs.	1	2	3	4	N
1	2	3	4	N	16.	Financial resources.	1	2	3	4	N
1	2	3	4	N	17.	Released time.	1	2	3	4	N

III. Competencies in the Teaching of Reading

Degree of Need							Degree of Practice				
1	2	3	4	N	18.	Assessing the needs and progress of students.	1	2	3	4	N
1	2	3	4	N	19.	Identifying specific learning objectives according to the needs of individual students.	1	2	3	4	N
1	2	3	4	N	20.	Using methods and materials to meet objectives of individual students.	1	2	3	4	N
1	2	3	4	N	21.	Teaching students of various cultural backgrounds.	1	2	3	4	N
1	2	3	4	N	22.	Communicating with parents and others.	1	2	3	4	N
1	2	3	4	N	23.	Classroom management.	1	2	3	4	N

IV. Program Planning

1	2	3	4	N	24.	Continuous division-wide curriculum planning in reading	1	2	3	4	N
1	2	3	4	N	25.	Classroom teachers	1	2	3	4	N
1	2	3	4	N	26.	Reading resource personnel and specialists.	1	2	3	4	N
1	2	3	4	N	27.	General supervisory persons and administrators.	1	2	3	4	N
1	2	3	4	N	28.	Parents and other lay persons.	1	2	3	4	N
1	2	3	4	N	29.	Students	1	2	3	4	N

V. Program Implementation

Degree of Need						Degree of Practice				
1	2	3	4	N	30. Organized reading program based upon stated objectives consistent with student needs.	1	2	3	4	N
					Sequential developmental reading instruction in:					
1	2	3	4	N	31. Basic skills.	1	2	3	4	N
1	2	3	4	N	32. Study skills	1	2	3	4	N
1	2	3	4	N	33. Literature	1	2	3	4	N
					Student placement for reading instruction according to:					
1	2	3	4	N	34. Reading level	1	2	3	4	N
1	2	3	4	N	35. Skills needed	1	2	3	4	N
1	2	3	4	N	36. Coordination of reading instruction with other elements of the language arts.	1	2	3	4	N
1	2	3	4	N	37. Locally developed curriculum guide for implementing the reading program.	1	2	3	4	N
					Method(s) for teaching reading:					
1	2	3	4	N	38. Code-emphasis/phonics	1	2	3	4	N
1	2	3	4	N	39. Linguistics	1	2	3	4	N
1	2	3	4	N	40. Language-experience	1	2	3	4	N
1	2	3	4	N	41. Individualized reading/ selfselective.	1	2	3	4	N
1	2	3	4	N	42. Combination of approaches/eclectic	1	2	3	4	N
1	2	3	4	N	43. Alternative reading approaches for students with unique needs.	1	2	3	4	N
1	2	3	4	N	44. Range of instructional materials and resources.	1	2	3	4	N

Degree of Need						Degree of Practice					
1	2	3	4	N	45. Library or media center to support reading program.	1	2	3	4	N
					Organizational pattern(s) for reading instruction:					
1	2	3	4	N	46. Grouping within the class.	1	2	3	4	N
1	2	3	4	N	47. Grouping among several classes.	1	2	3	4	N
1	2	3	4	N	48. Independent activities.	1	2	3	4	N
1	2	3	4	N	49. Paid aide(s).	1	2	3	4	N
1	2	3	4	N	50. Volunteer aide(s).	1	2	3	4	N
1	2	3	4	N	51. Freedom for teachers to be creative.	1	2	3	4	N
1	2	3	4	N	52. Adequate pupil-teacher ratio in classes where reading is taught.	1	2	3	4	N
1	2	3	4	N	53. Continuation of the developmental reading program into the secondary school.	1	2	3	4	N

VI. Program Assessment and Evaluation

Degree of Need						Degree of Practice				
1	2	3	4	N	54. Use of tests consistent with the objectives of the reading program.	1	2	3	4	N
1	2	3	4	N	55. Readiness testing for specific prereading skills.	1	2	3	4	N
					Types of tests used:					
1	2	3	4	N	56. Achievement	1	2	3	4	N
1	2	3	4	N	57. Diagnostic	1	2	3	4	N
1	2	3	4	N	58. Specific skills	1	2	3	4	N
1	2	3	4	N	59. Record-keeping for student progress in reading.	1	2	3	4	N
					Information reported regularly to parents:					
1	2	3	4	N	60. Reading instructional levels.	1	2	3	4	N
1	2	3	4	N	61. Standardized test scores.	1	2	3	4	N
1	2	3	4	N	62. Other test scores.	1	2	3	4	N
1	2	3	4	N	63. Specific strengths and weaknesses as to skills development.	1	2	3	4	N
1	2	3	4	N	64. Observations of work habits of students.	1	2	3	4	N
1	2	3	4	N	65. Continuous evaluation of the reading program.	1	2	3	4	N

VII. Community

Degree of Need						Degree of Practice				
1	2	3	4	N	66. Provisions to help the lay public understand the reading program.	1	2	3	4	N
1	2	3	4	N	67. Assistance for parents who have children with special education needs in reading.	1	2	3	4	N
1	2	3	4	N	68. Community resources helpful in teaching reading.	1	2	3	4	N
1	2	3	4	N	69. Confidence in and support of the reading program by parents.	1	2	3	4	N
1	2	3	4	N	70. Confidence in and support of the reading program by community leaders.	1	2	3	4	N
1	2	3	4	N	71. Provision for reading instruction for out-of-school adults.	1	2	3	4	N
1	2	3	4	N	72. Efforts to involve out-of school persons who need reading instruction in programs available to them.	1	2	3	4	N

Bibliography

CHILDREN'S BOOKS AND MAGAZINES

Your school and the public libraries have practically unlimited resources for suggestions and bibliographies for good reading for all ages, levels, and interests. Parents interested in the world of children's books may want to review or purchase the following publications:

Children's Books Too Good To Miss. Arbuthnot, May Hill and others. New York: University Press Book Service. 1971. $2.95.

Parent's Guide to Children's Reading. Nancy Larrick. Doubleday, 1969. $5.95. Pocket Books, 95 cents.

The Horn Book Magazine. 585 Boylston Street, Boston, 02116. $12.00 per year for 6 issues.

Bulletin of the Center for Children's Books. The University of Chicago Press, $7.00 per year.

The following listing of magazines is a selected listing of the kinds of magazines that your child may enjoy receiving in the mail. There are many others.

FOR YOUNG CHILDREN

Children's Digest. Published by Parents' Institute of Parents' Magazine, 52 Vanderbilt Avenue, New York 17. $4.00. 5-12 years.

Highlights for Children. (Combined with Treasure Trails) Published at 37 East Long Street, Columbus. 30 issues (3 years), $15.00. Ages 2-12.

Junior Scholastic. Scholastic Magazines, Inc., 50 West 44th Street, New York 36, New York.

FOR THE OLDER CHILD

Literary Calvacade. Scholastic Magazines, Inc., 50 West 44th Street, New York, New York.

Senior Scholastic. Scholastic Magazines, Inc., 50 West 44th Street, New York, New York.

Reader's Digest. Special Edition with 16 page insert of reading exercises based on the reading material. Reader's Digest Association, Inc., Pleasantville, New York.

FOR PARENTS - TEACHERS

DeFranco, Ellen and Pickarts, Evelyn. Dear Parents, Help Your Child to Read. American Book Company. New York. 1972.

Faucheaux, Sister Mary Estelle. Reading, Parents Must Help. Our Lady of Holy Cross College. New Orleans, Louisiana. 1975.

Hillerich, Robert L. Fifty Ways to Raise Bookworms. Houghton Mifflin Company. Boston, Mass. 1976.

Suchor, Floyd. Recreational Reading For School and Home. Brigham Young University. 1976.